KINDERGARTEN II

DISCOVER

TERM 1



2021/2022

FOREWORD

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system starting in September 2018 with KG1, KG2 and Primary 1 continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine.

MOETE is very proud to present this new series of textbooks, Discover, with the accompanying digital learning materials that captures its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own "Center for Curriculum and Instructional Materials Development" (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to "Discovery Education," "Nahdet Masr," "Longman Egypt," UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counselors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the ministries of higher education & scientific research, Culture, and Youth & Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developing countries and to ensure a great future to all of its citizens.

WORDS FROM THE MINISTER OF EDUCATION & TECHNICAL EDUCATION

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education & Technical Education

NAME: --

CONTENTS

WHO AM I?

CHAPTER 1: ALL ABOUT ME



SAME AND DIFFERENT

SAME:

DIRECTIONS: Color these shapes the same color.

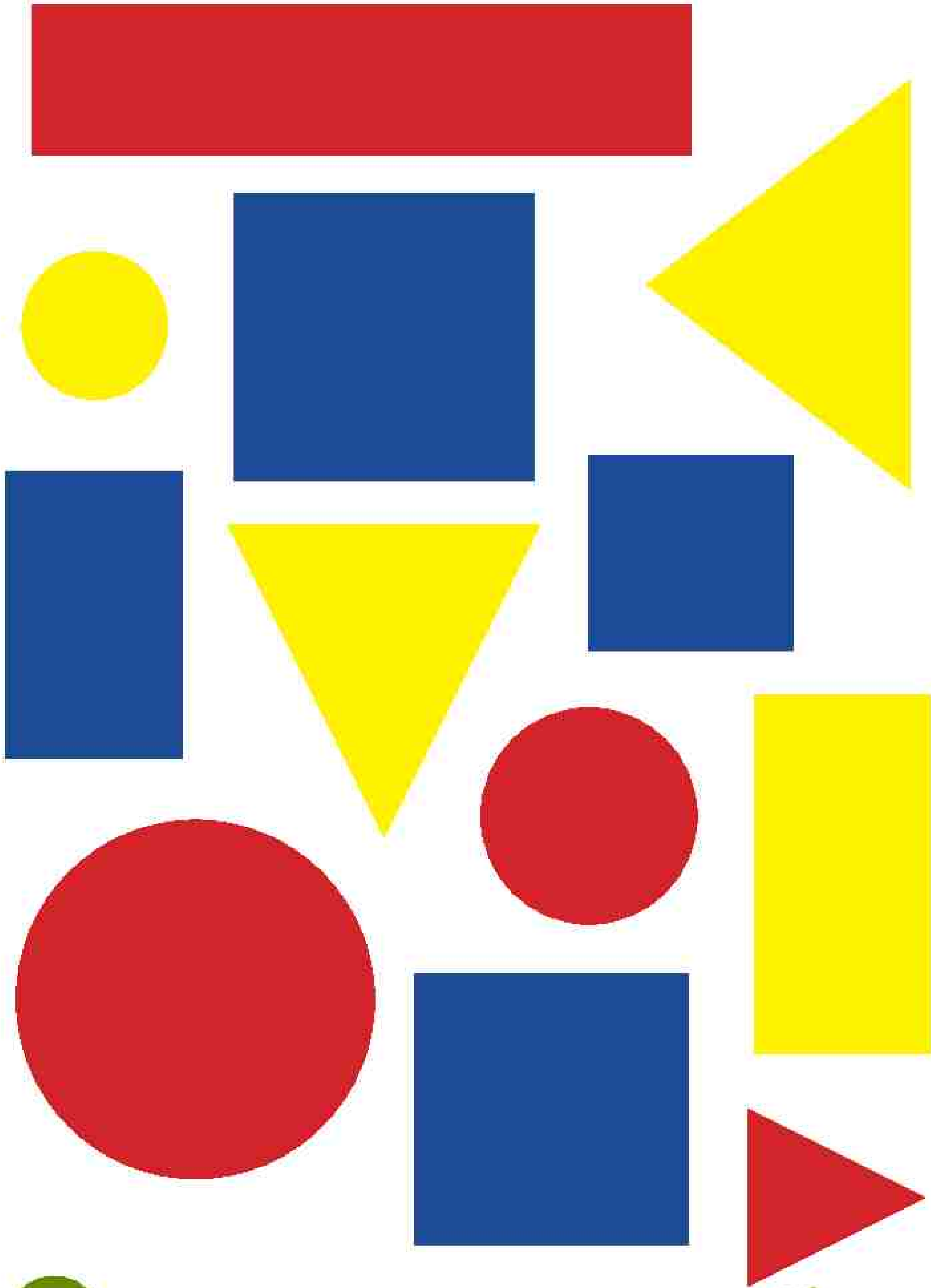
DIFFERENT:

DIRECTIONS: Color these shapes two different colors.

SHAPES – SAME AND DIFFERENT

Which are the same? Why?

Which are different? Why?



SELF PORTRAIT

DIRECTIONS: Draw your face. Use shapes.



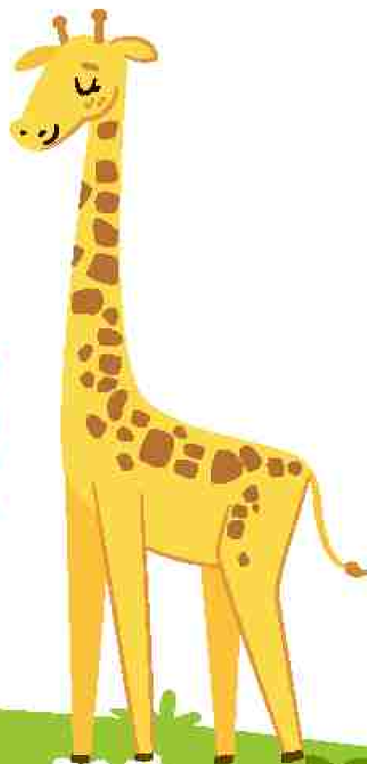
ABOUT ME

DIRECTIONS: Draw and write in the boxes below. What do you HAVE? What do you LIKE? What CAN you do?

I have

I like

I can



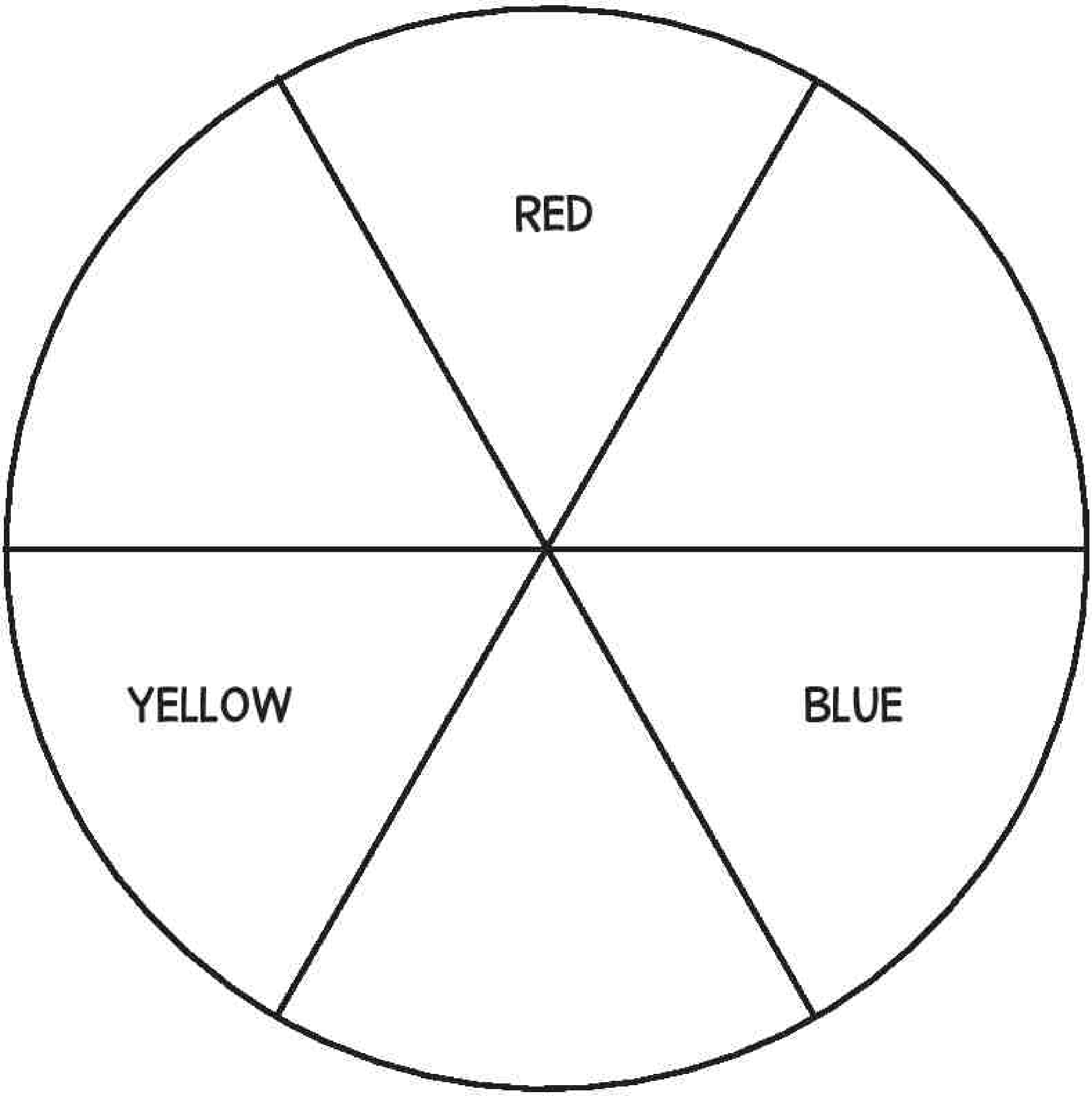
MY FAVORITE TOY

DIRECTIONS: Draw your favorite toy. Use shapes.

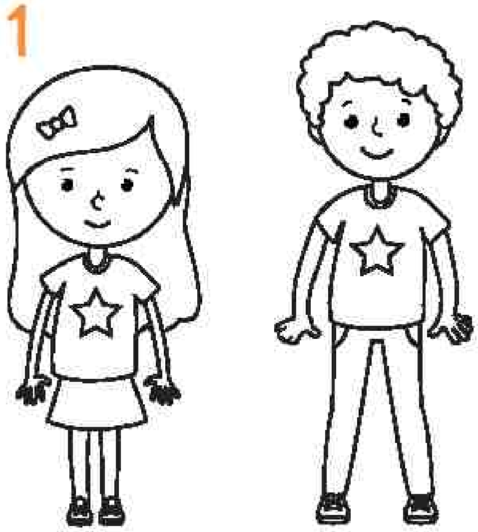


EXPLORING COLORS

DIRECTIONS: Use only primary colors to create different color combinations.



NOHA AND ADEL - PART 1

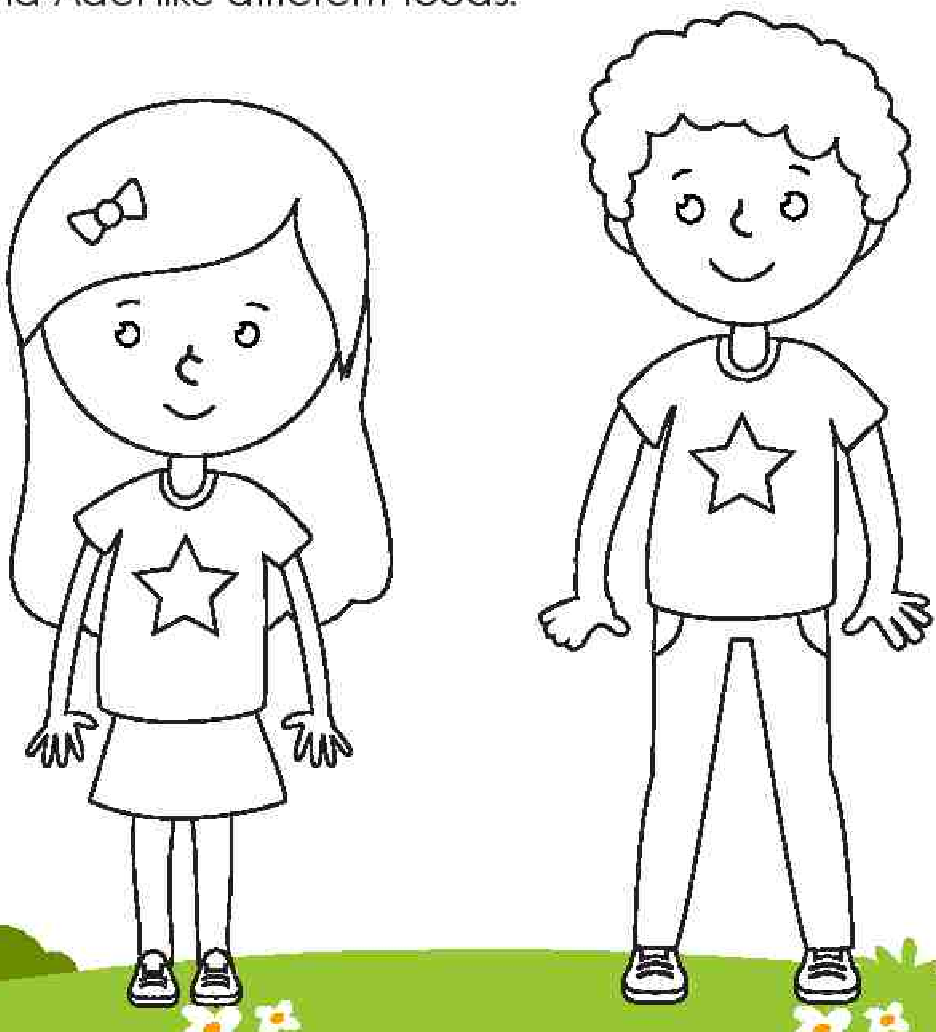


Noha and Adel are friends.

Noha is a girl.
Adel is a boy.

Noha and Adel have the same color eyes.
Noha and Adel have different hair.

Noha and Adel like the same color shirt.
Noha and Adel like different foods.



A BUILDING FROM MY COUNTRY

DIRECTIONS: Use shapes to draw the structure.

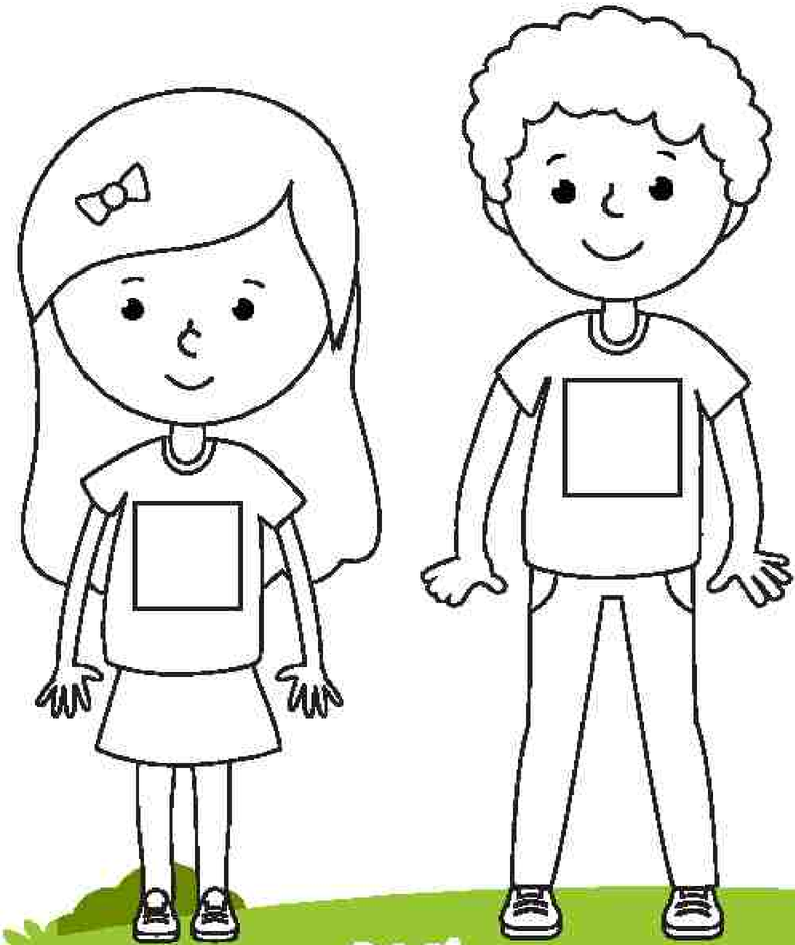
NOHA AND ADEL – PART 2



Adel likes to play piano.



Noha likes to play tennis.

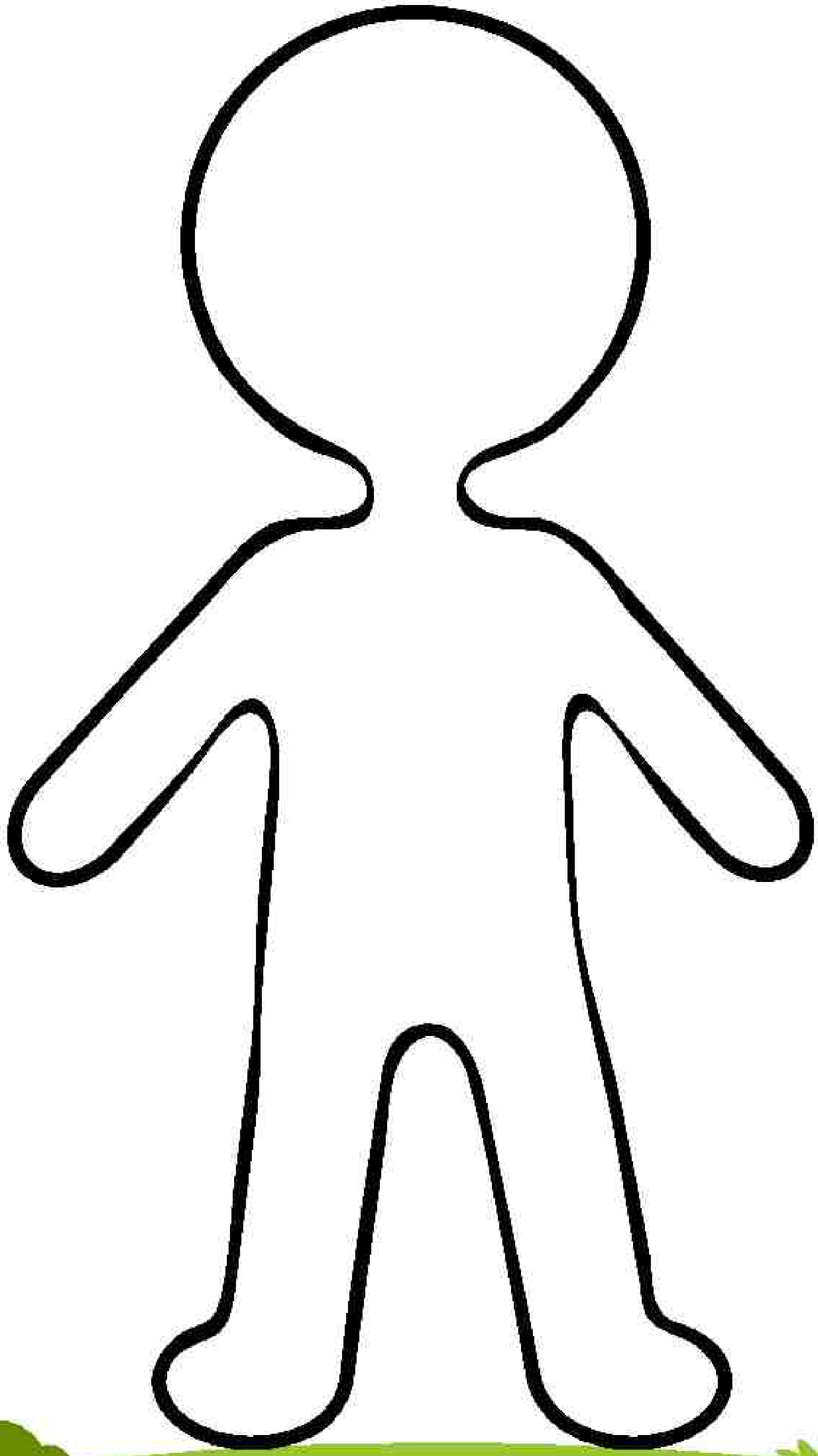


Noha is 5 years old.

Adel is 6 years old.

MY PUPPET

DIRECTIONS: Decorate this puppet. Make it look like you.



PRACTICE DRAWING

DIRECTIONS: Practice drawing something that is hard for you to draw in preparation for your poster activity.

ALL ABOUT ME POSTER

WHO AM I?

CHAPTER 2 : CLASS PORTRAIT



SAME AND DIFFERENT

DIRECTIONS: Cut out the dashed squares. Decide which families are the same. Place those squares on top of the same box. Decide which families are different. Place those squares on top of the different box.

SAME	DIFFERENT

Noha has
2
sisters.

Adel has
1
sister.

Sameh has
3
brothers.

Mai has
2
sisters.



FAMILY MEMBERS

PARENTS

SISTERS

BROTHERS



EXTENDED FAMILY

DIRECTIONS: Ask your parents these questions.

My mommy has.................................. sister(s).

My daddy has.................................. sister(s).

My mommy has .... brother(s).

My daddy has .... brother(s).

AUNT

My mommy's sister.
My daddy's sister.

UNCLE

My mommy's brother.
My daddy's brother.



EXTENDED FAMILY TREE

DIRECTIONS: Draw members of your extended family.

Grandparents

Aunts

Parents

Uncles

Me, Brothers, and Sisters

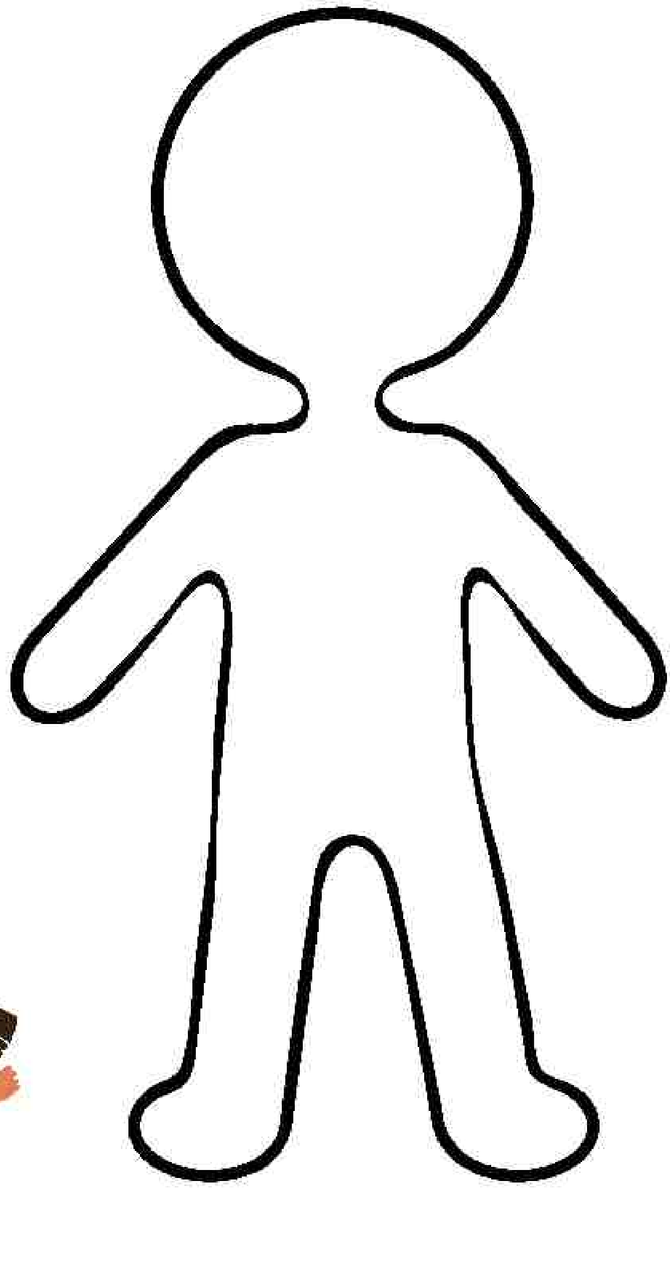
FAMILIES WORKING AND HELPING

DIRECTIONS: Draw a picture of your extended family working together or helping each other.

WHEN? WHERE? WHO?

CLEANING IS CARING

DIRECTIONS: Tools help us clean. Draw a tool to help you clean the classroom.



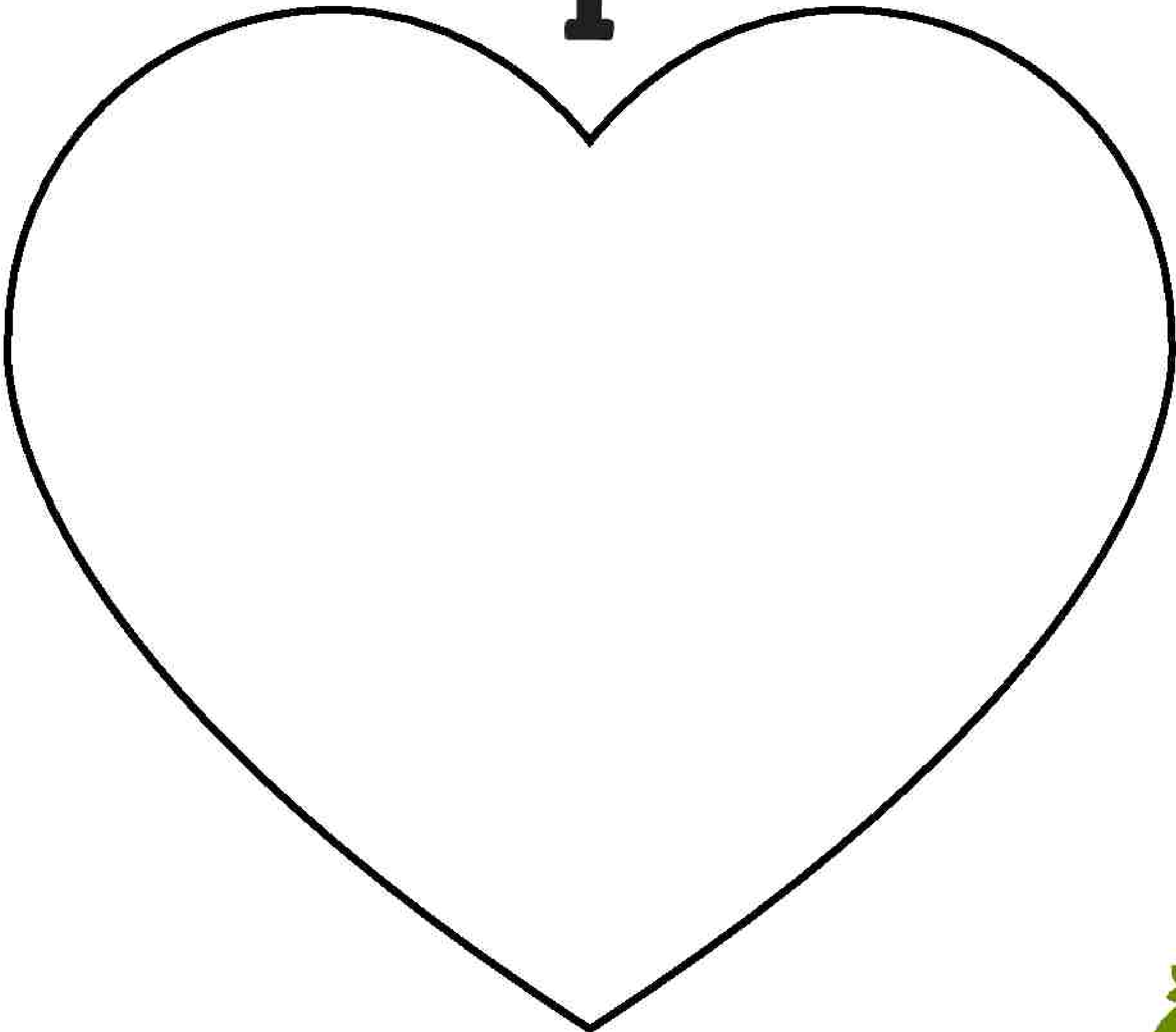


RECYCLE COLLAGE ART

DIRECTIONS: We can re-use paper for art!

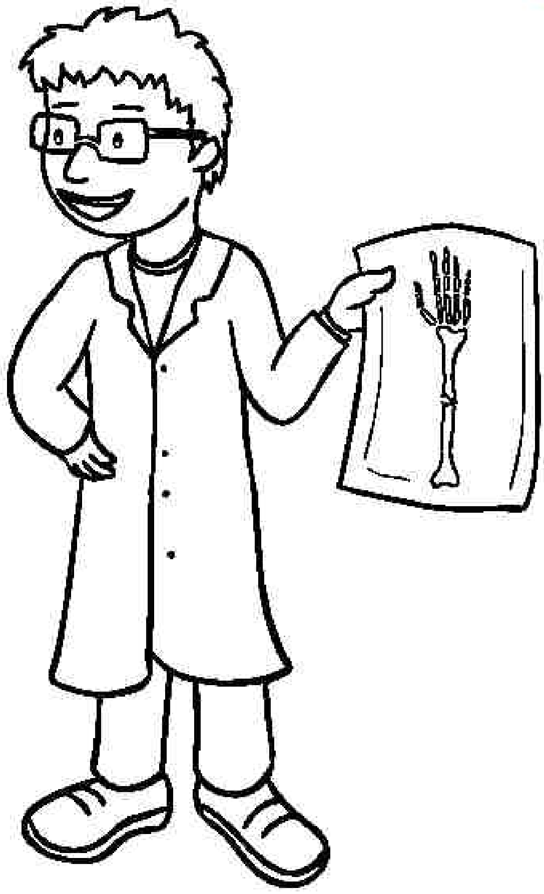
Re-use paper to decorate the heart.

I



my class.

ALL ABOUT JOBS



Doctors help sick people.

Doctors use x-rays.



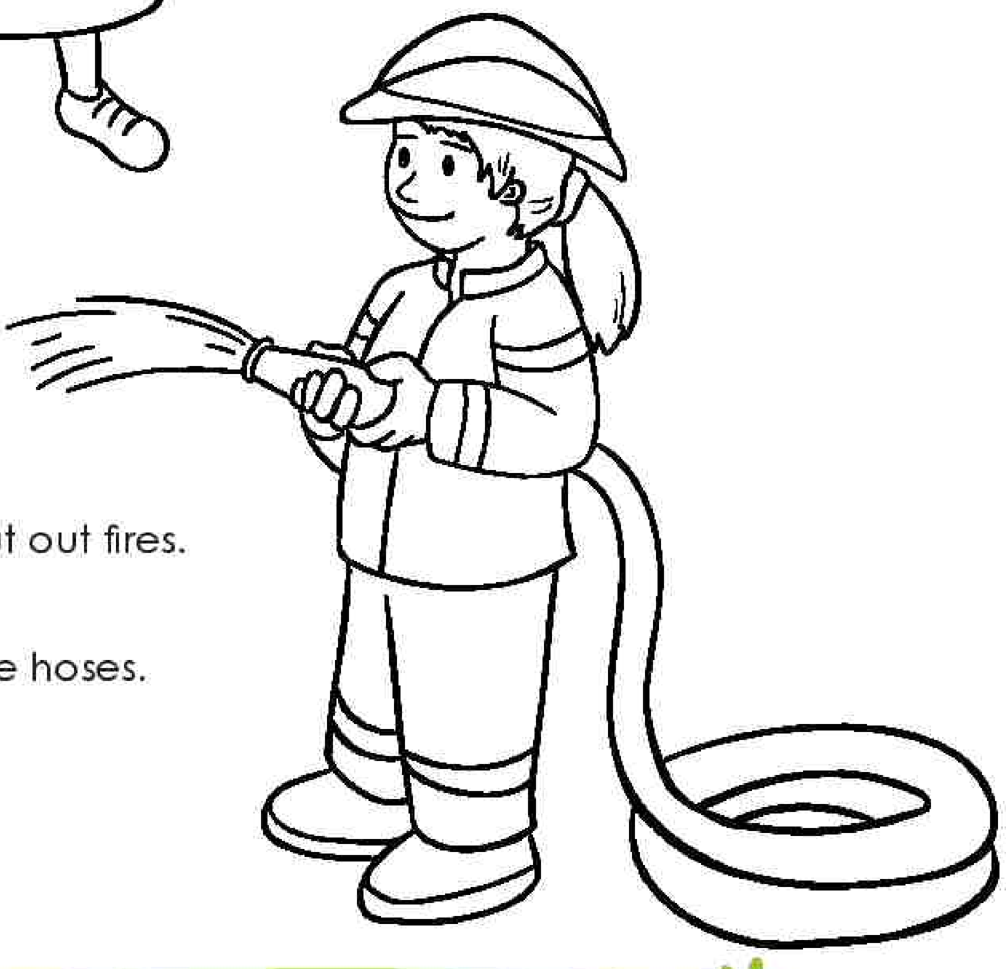
Farmers grow plants.

Farmers use tractors.



Scientists do experiments.

Scientists use flasks.



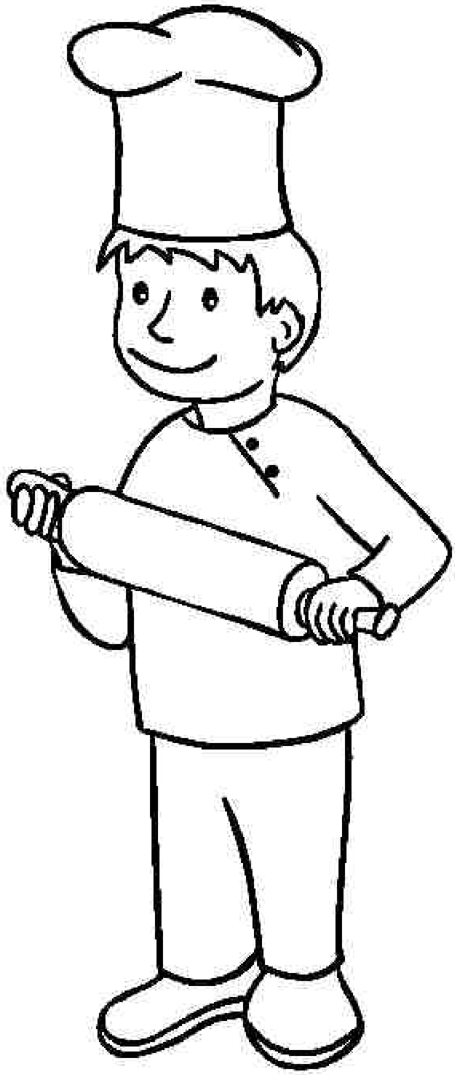
Firefighters put out fires.

Firefighters use hoses.



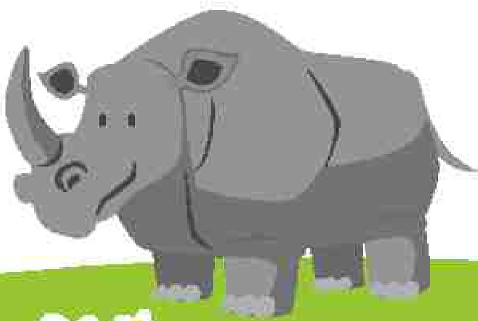
Authors write books.

Authors use pens.



Bakers cook bread.

Bakers use rolling pins.



JOB PUZZLE

DIRECTIONS: Can you put the jobs back together?

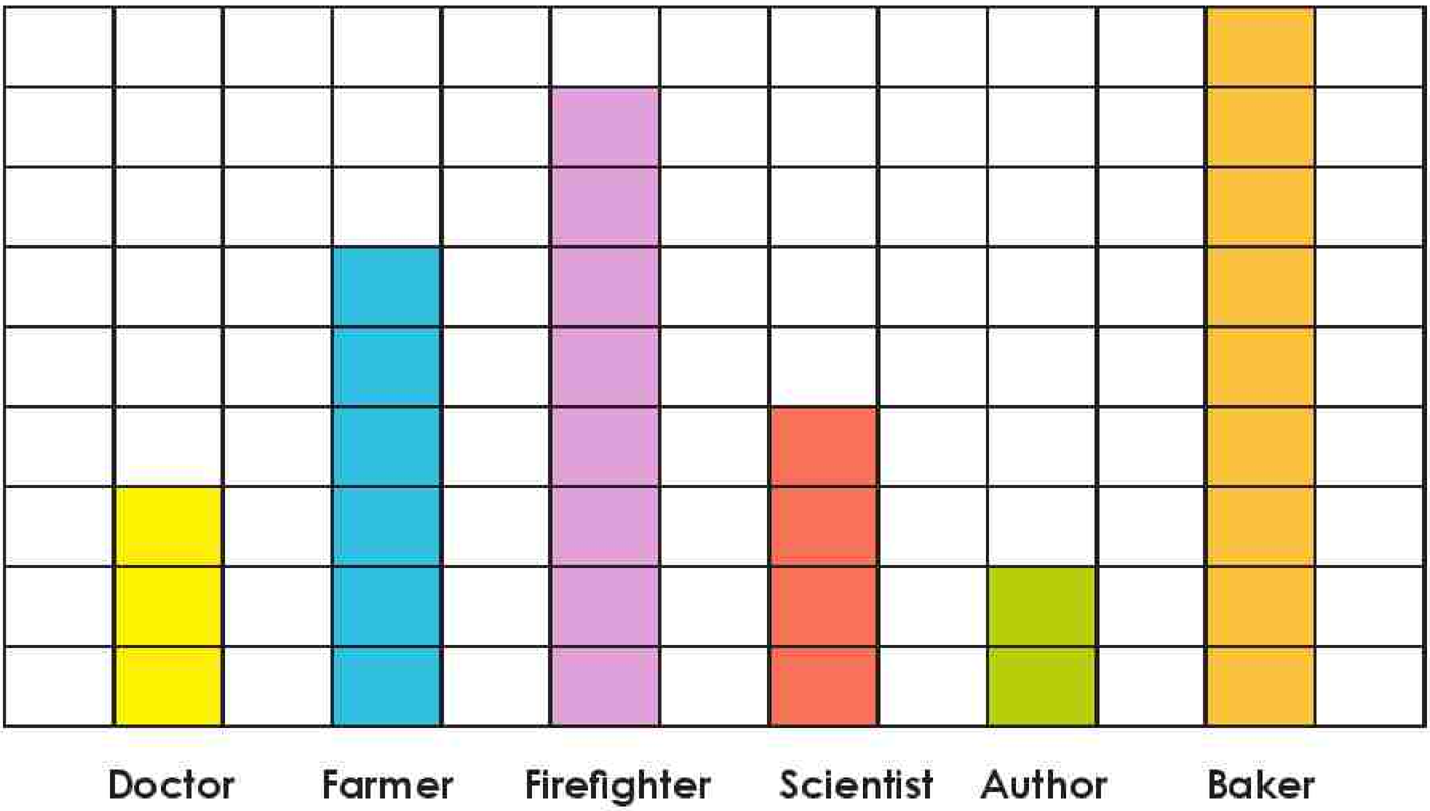






FAVORITE JOBS BAR GRAPH

DIRECTIONS: Read the bar graph. Answer the questions below.



How many doctors? ________________

How many scientists? ________________

How many authors? ________________

Circle the job that most of your classmates want to be.

Underline the job that most of your classmates do not want to be. ______

MURALS

What do you see?





NOW AND THE FUTURE

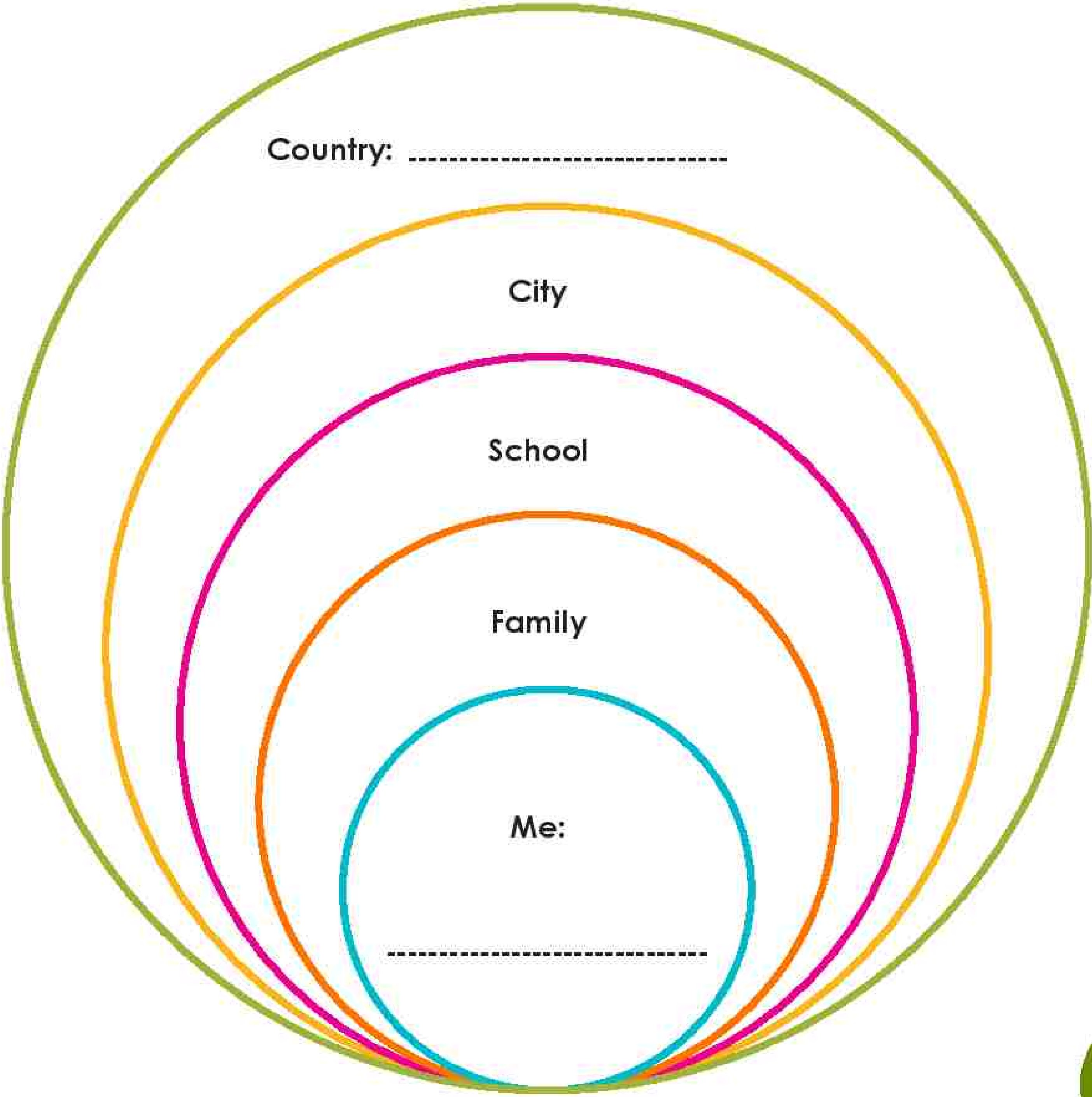
DIRECTIONS: Draw yourself now, and then draw what do you want to be in the future.

NOW

FUTURE

MY COMMUNITIES

DIRECTIONS: Write your name in the Me circle.
Write Egypt in the Country circle.



NATIONAL ANTHEM

Directions: Listen as you read the chorus.

Follow the words with your finger.

الكورال

بلادي بلادي بلادي

لك حبي وفؤادي

مصر يا أم البلاد

انت غايتي والمراد

وعلى كل العباد

كم لنيلك من أيادي

بلادي بلادي بلادي

لك حبي وفؤادي

A PIECE OF EGYPT

DIRECTIONS: Draw what you collected on the nature walk.

PAINTING OUR COMMUNITIES

DIRECTIONS:

Paint something you learned about your school.

Paint something you learned about your country.

SCHOOL

EGYPT

WHO AM I?

CHAPTER 3 :

TWO FEET, FOUR PAWS



TWO FEET, FOUR PAWS

DIRECTIONS: What do you observe?













THE DONKEY

DIRECTIONS: Listen as your teacher reads below.



Donkeys need food, water, air and shelter.

Donkeys eat plants.

Donkeys can live in deserts and on farms.

Donkeys have big ears.

Donkeys have feet called hooves.

All donkeys help us work.



THE FENNEC

DIRECTIONS: Listen as your teacher reads below.



Fennecs need food, water, air and shelter.

Fennecs eat plants, lizards and insects.

Fennecs live in burrows under sand dunes.

Fennecs have big ears.

Fennecs have feet called paws.

Fennecs can jump very high.





THE EAGLE

DIRECTIONS: Listen as your teacher reads below.



Eagles need food, water, air and shelter.

Eagles eat meat from small animals.

Eagles live in nests.

Eagles have holes for ears.

The holes are behind the feathers.

Eagles have two feet.



THE GAZELLE

DIRECTIONS: Listen as your teacher reads below.



Gazelles need food, water, air and shelter.

Gazelles eat plants.

Gazelles live in grasslands.

Gazelles have ears and long horns.

Gazelles have feet called hooves.

Gazelles can jump high.



THE JERBOA

DIRECTIONS: Listen as your teacher reads below.



Jerboas need food, water, air and shelter.

Jerboas eat plants.

Jerboas live in burrows underground.

Jerboas have big ears.

Jerboas hop on two feet.

Jerboas have long tails.



THE HUMAN

DIRECTIONS: Listen as your teacher reads below.



Humans need food, water, air and shelter.

Humans eat plants and meat.

Humans live in houses.

Humans have ears to hear.

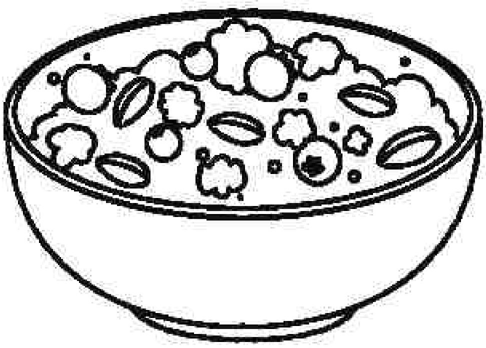
Humans have feet to run, jump and walk.

You are a human!

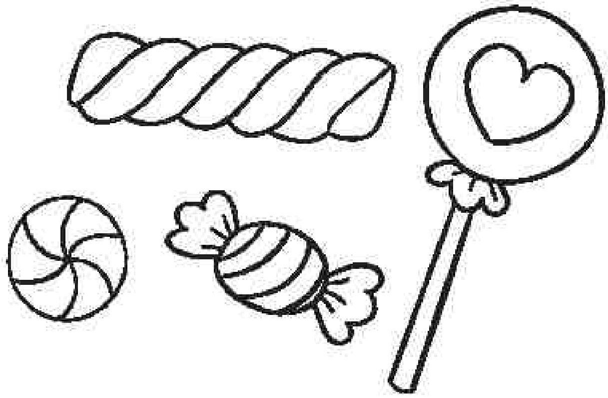


FOODS WE EAT

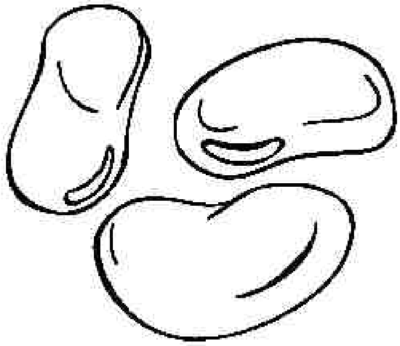
DIRECTIONS: Circle the foods that are healthy choices.
Do not circle the foods that are not healthy.
Color your favorite food on the page.



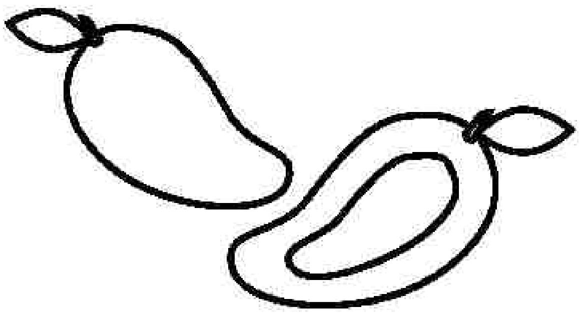
Cereal



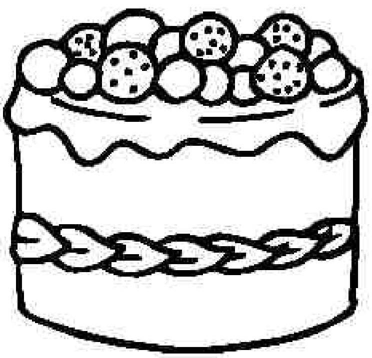
Candy



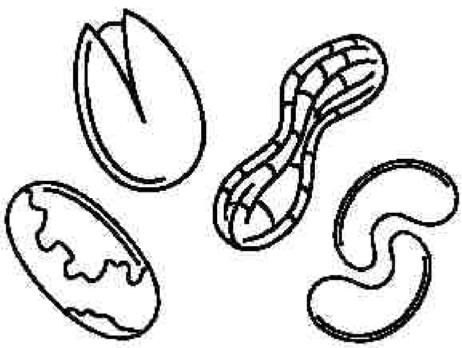
Fava beans



Mango



Cake



Nuts

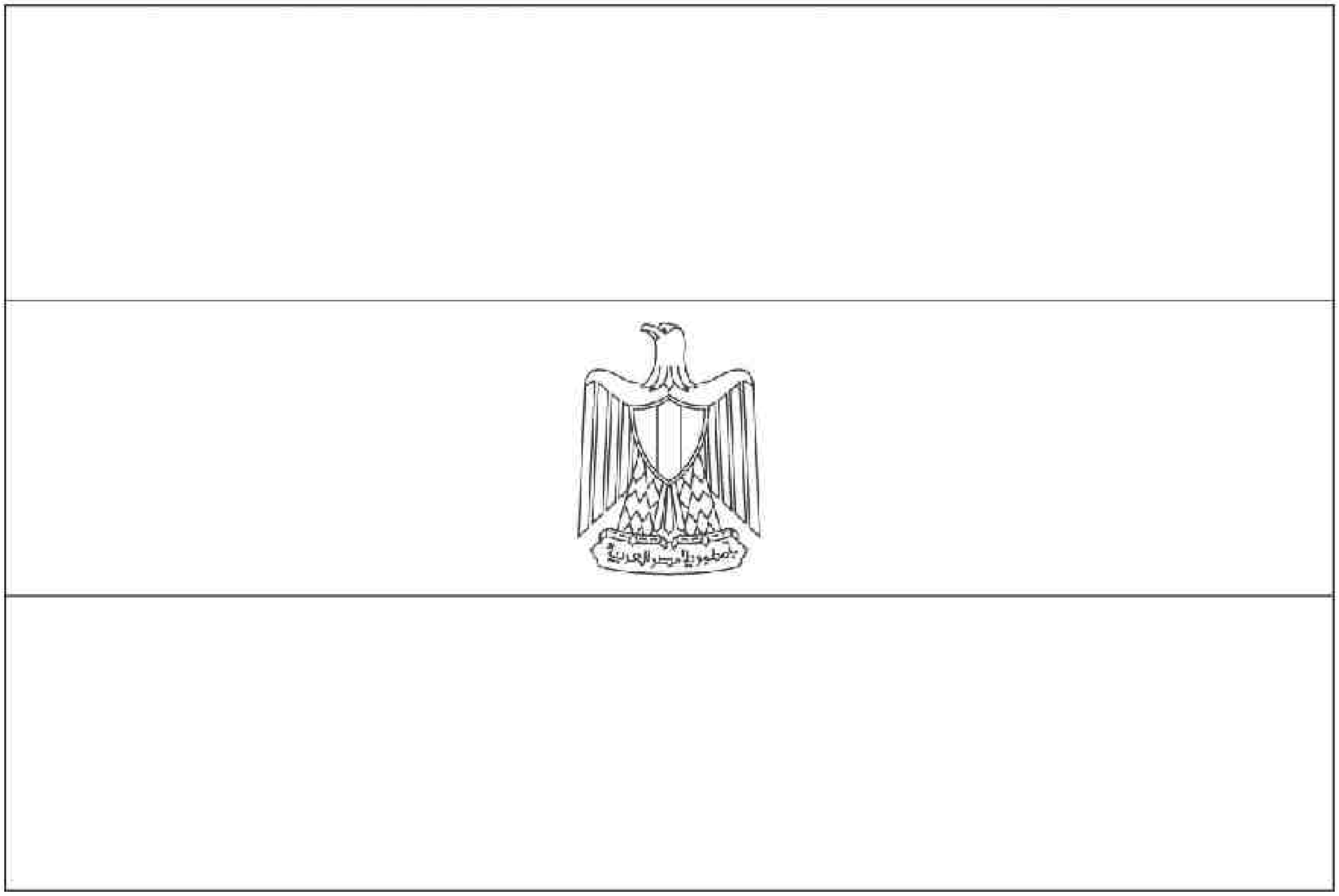
COMPARING ANIMALS

DIRECTIONS: Write the number of ears and feet in the correct box.

	Ears 	Feet 
Donkey 		
Fennec 		
Gazelle 		
Golden Eagle 		
Jerboa 		
Human 		

OUR FLAG

DIRECTIONS: Color the flag.



The flag is red on top.

The flag is white in the middle.

The flag is black on the bottom.

The eagle is colored gold.



FARM FLAG

DIRECTIONS: Design your own farm flag.

Show your favorite animal. Write the animal below.

Use your favorite color. Write the color below.

MY FAVORITE ANIMAL:

MY FAVORITE COLOR:

ANIMAL ANTHEM

DIRECTIONS: Sing a song about your animal.
Draw pictures to help you remember.

Feet	Ears
Food	Needs

SIMILAR AND DIFFERENT

DIRECTIONS: Draw and compare humans and your animal in the Similar and Different chart below.

SIMILAR	DIFFERENT



WHO AM I?

THE WORLD AROUND ME

CHAPTER 1: OUR NATURAL WORLD



SCHOOL YARD

DIRECTIONS: Look at the pictures.
Circle the objects that are alive.










NATURE WALK

DIRECTIONS: Sort your objects. Count how many objects are in each group. Write the number.

______ Living

______ Non-living

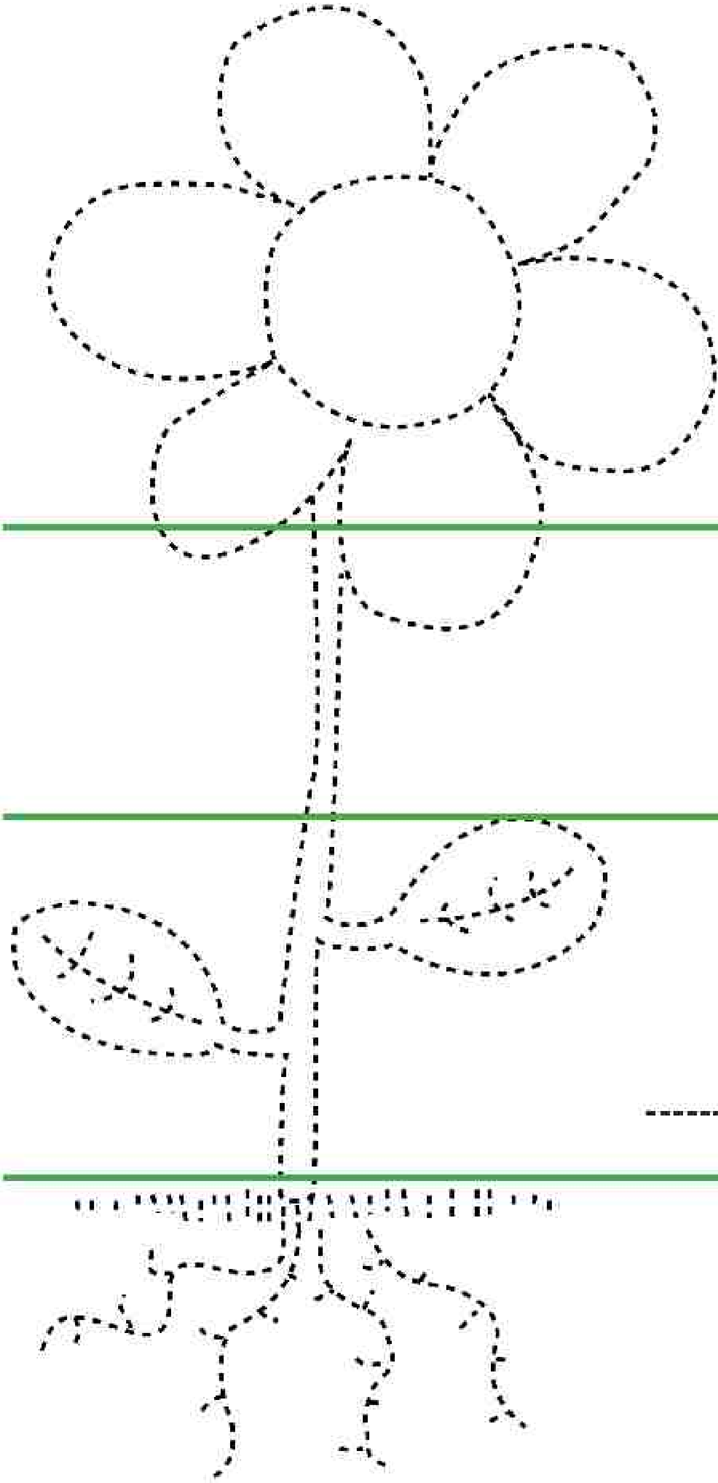
DIRECTIONS: Circle the bigger number. Complete the sentence.

I have more ______________________ objects.



TRACE PLANT PARTS

DIRECTIONS: Use a pencil and trace the plant parts.
Use crayons to color in the plant. Then write the first letter of the words.



____lower

____tem

____eaves

____oots

LEAF RUBBING

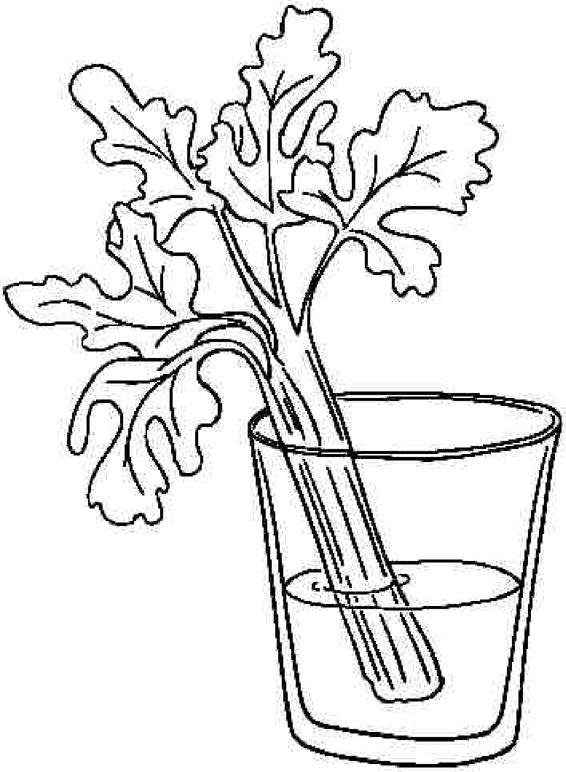
DIRECTIONS: Obtain 1 leaf. Place the leaf under the paper. Use a pencil. Rub the pencil back and forth lightly over the paper above the leaf.

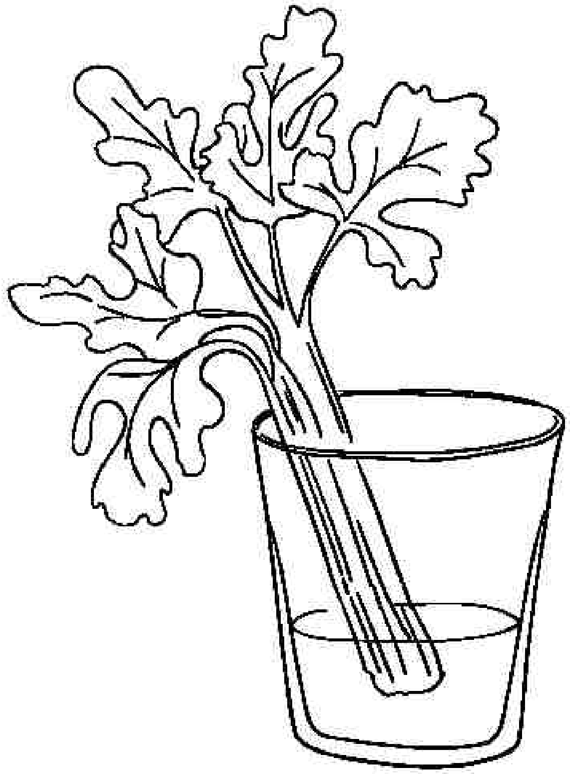


CELERY

DIRECTIONS: Draw the celery today and tomorrow.

Celery Before **Celery After**





What plant part carries water up the plant?

flower | stem | leaves | roots

PLANT NEEDS

DIRECTIONS: Draw a picture to illustrate this story.

Sara's Plant

Sara has a plant.
The plant needs soil.
The plant needs air.
The plant needs water.
The plant needs sunlight.

BUBBLES

DIRECTIONS: Circle the part on the child that is used to get air. Circle the plant part that is used to get air.





PLANT FEATURES

DIRECTIONS: Circle the part that helps the plant get water.



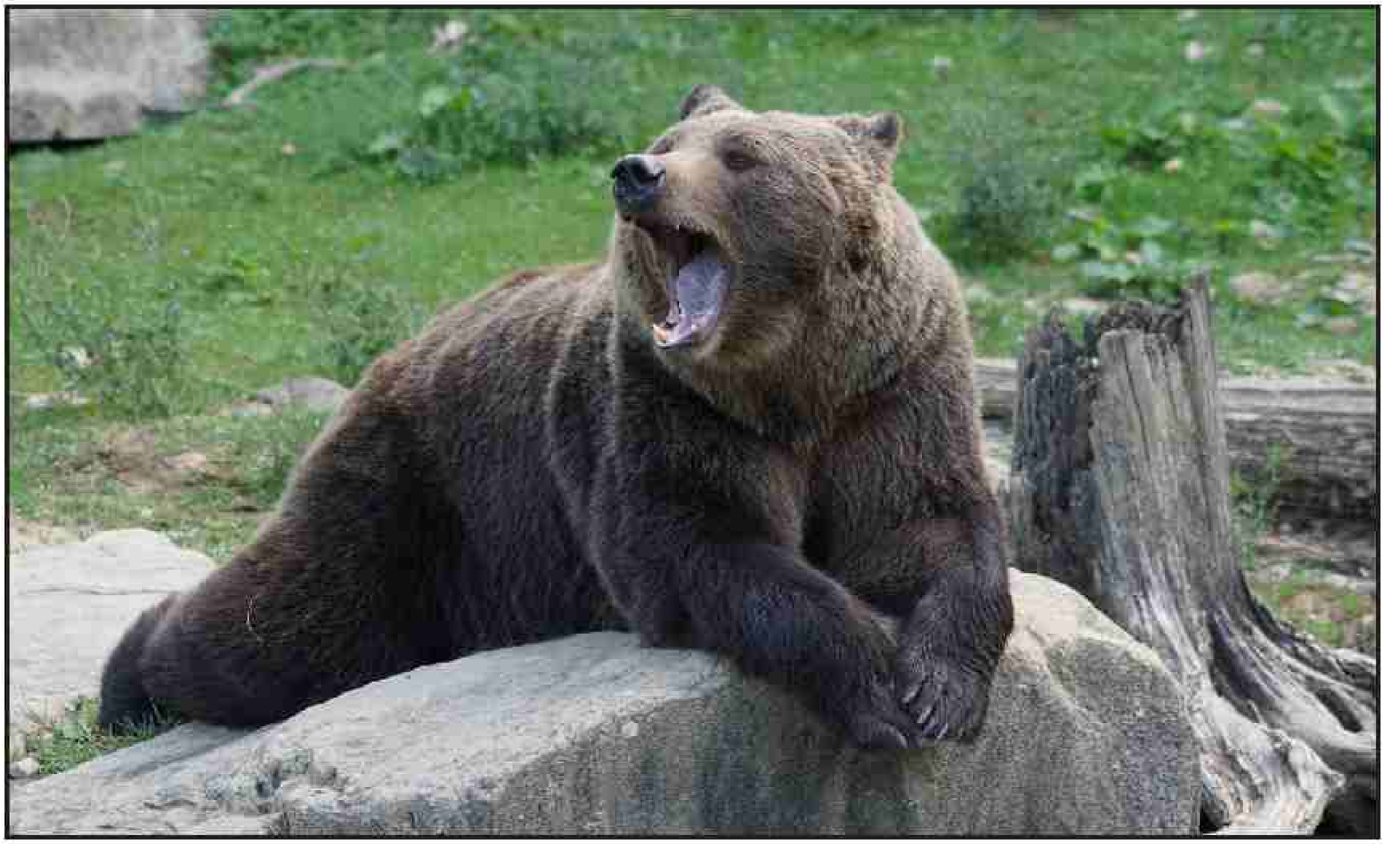






BROWN BEAR

DIRECTIONS: Look at the picture. Listen and read about the features of the animal. Then share your ideas!



Habitat

The brown bear lives in the forest.
Forests have trees and rocks to climb.

Features

The brown bear has thick fur.
The brown bear has sharp claws.
The brown bear has strong teeth.

Why does the brown bear have these features?

ANIMAL FEATURES

DIRECTIONS: Cut out the pictures of animal features below. Sort them into the categories on the Feature Categories page.










FEATURE CATEGORIES

DIRECTIONS: Sort the features of the animals into each box.

MOVING	EATING

HIDING



MY ANIMAL

DIRECTIONS: Draw a picture of an animal that would live in the same habitat as our classroom garden.



BIGGER OR SMALLER

DIRECTIONS: Circle the plant that is bigger.





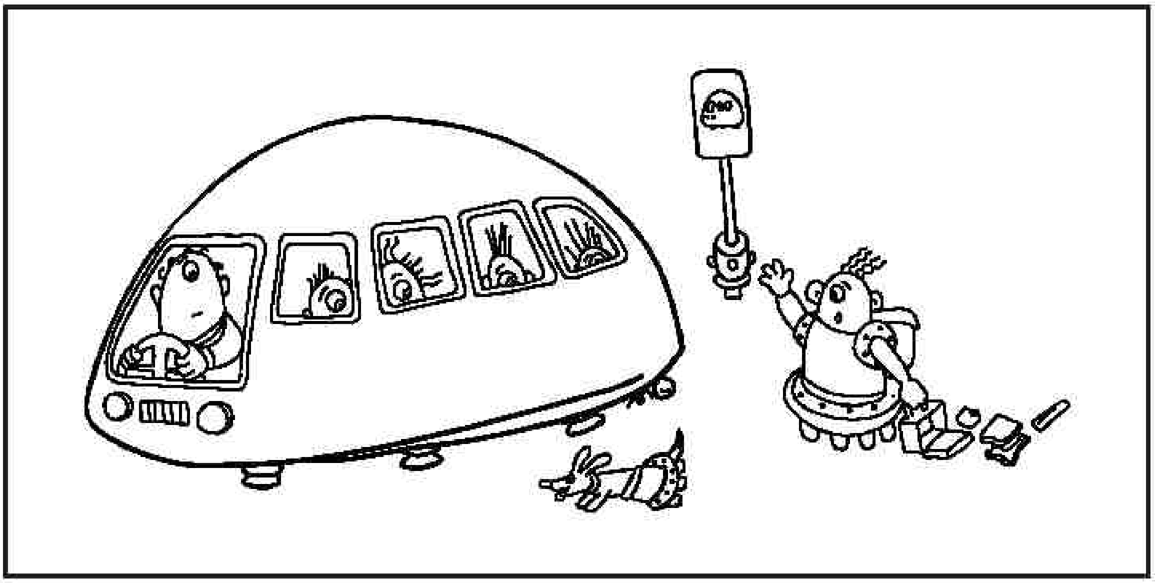
Shrub

DIRECTIONS: Draw a flower. Color it red.

Draw a bigger flower. Color it yellow.

THE VISITOR FROM SPACE

DIRECTIONS: Listen to your teacher, then use your senses to describe water.



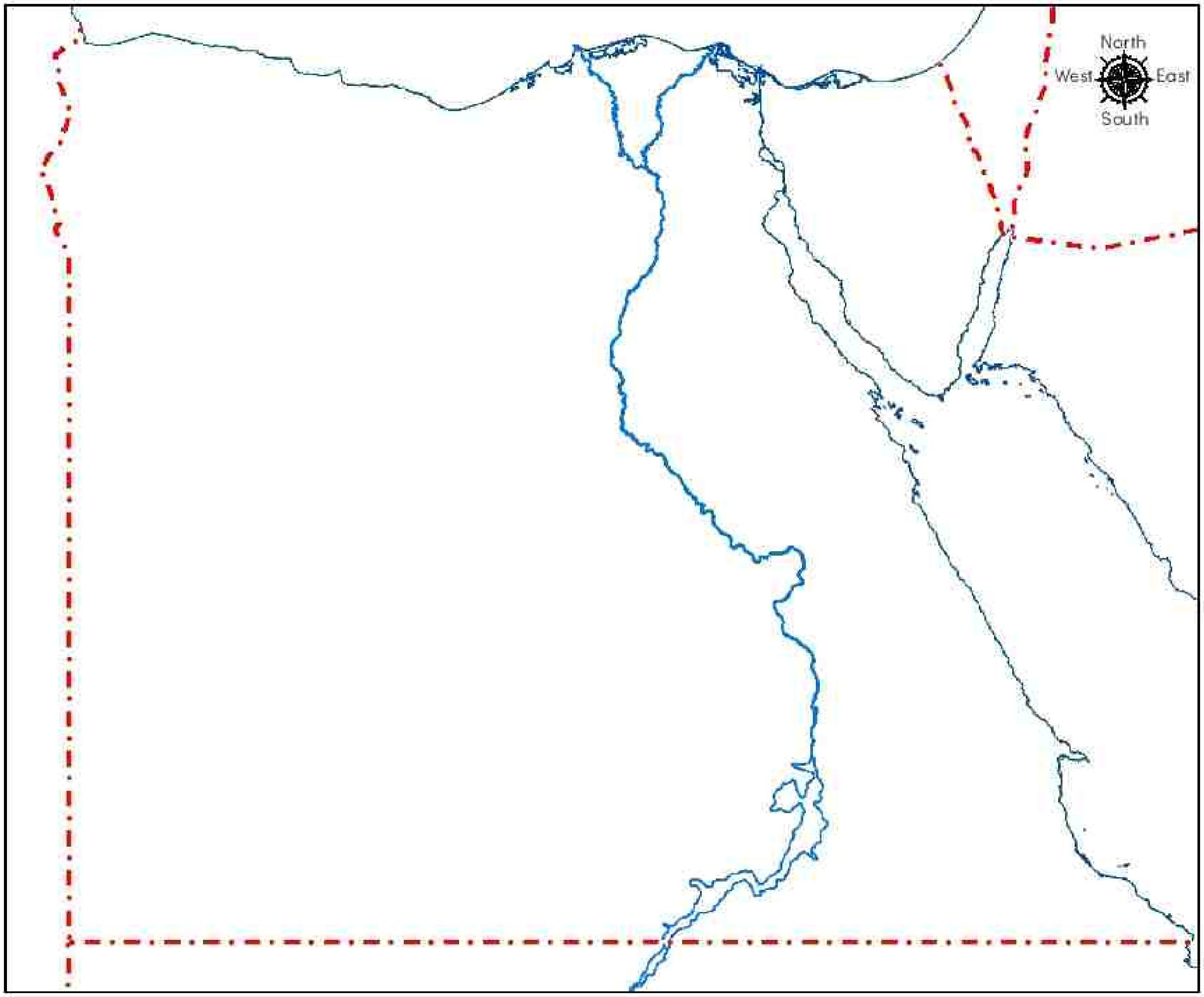
The space visitor misses the bus.
The space visitor comes to your classroom.
The space visitor is thirsty.
You get the space visitor water.
The space visitor asks, "What is water?"

Five Senses



MAP OF EGYPT

DIRECTIONS: Find and color the water on the map.



DAYTIME SKY

DIRECTIONS: Draw a picture of what you saw in the sky. Draw a picture of yourself, and your shadow.

DRAWING MY SHADOW

DIRECTIONS: Draw yourself in the middle of your page. Look for the sun. Where would your shadow be? Draw your shadow.



INVESTIGATING THE NIGHT SKY

DIRECTIONS: Look at the pictures. What shapes do you see? Trace the moon in each picture. How does it change?











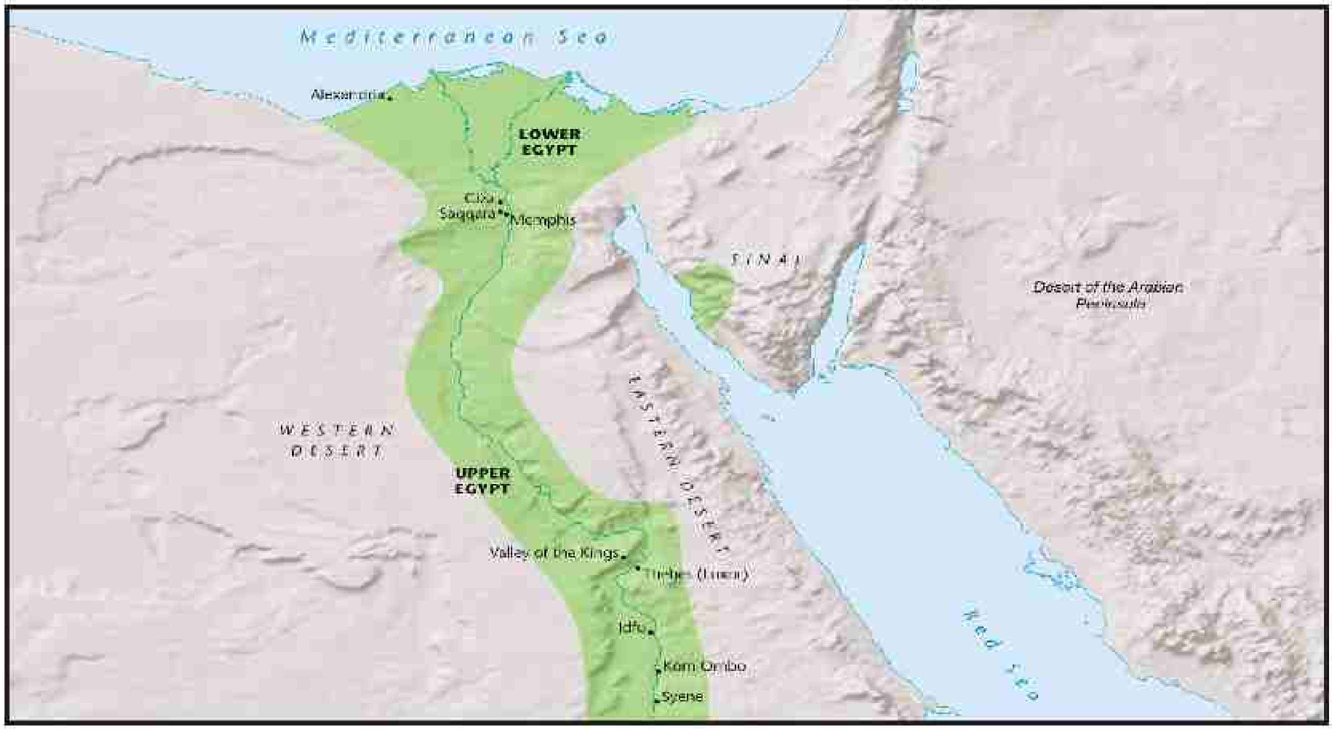
DRAWING THE NIGHT SKY

DIRECTIONS: Draw the night sky. Count the number of stars you draw. Write the number of stars.

I drew ________________ stars.

MAPS AND PICTURES

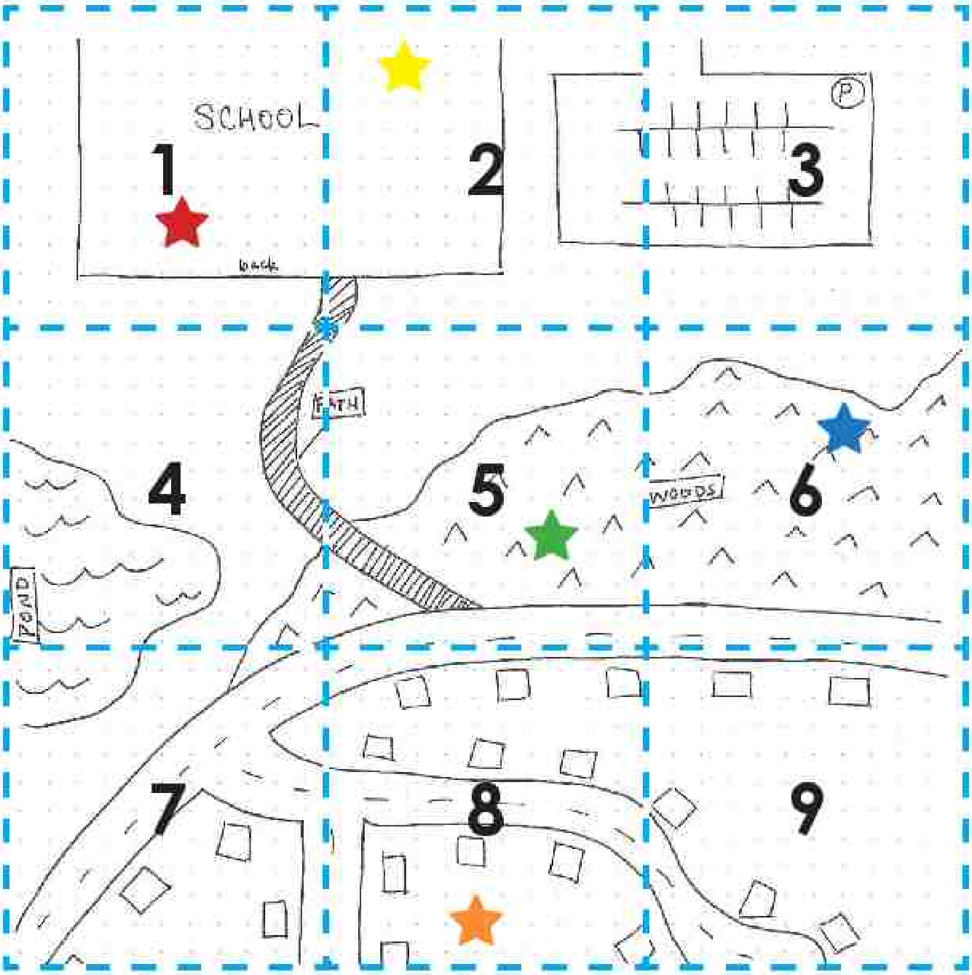
DIRECTIONS: How are the map and the picture different? How are they the same?





PRACTICE WITH MAPS

DIRECTIONS: Locate objects in the map.



Key	Location
Red ball	BOX ----------------
Yellow crayon	BOX ----------------
Green cup	BOX ----------------
Orange book	BOX ----------------
Blue hat	BOX ----------------

MAP OF OUR SCHOOL YARD

DIRECTIONS: Sit in each square. Draw what you see.

1	2
3	4

MY GARDEN IDEA

DIRECTIONS: Use shapes to draw a garden.

Show plants. Show water. Show sunlight. Show the soil.

OUR PLAN

DIRECTIONS: You will improve one section of the school yard. Brainstorm ideas. Draw your plan.

THE WORLD AROUND ME

CHAPTER 2 : MAN-MADE WORLD



NATURAL OR MAN-MADE

DIRECTIONS: Circle natural objects. Draw a square around man-made objects.





SCHOOL YARD CLASSIFICATION: NATURAL AND MAN-MADE

DIRECTIONS: Observe the school yard.

Draw natural objects under "natural."

Draw man-made objects under "man-made."

Man-Made	Natural

TECHNOLOGY HELPS!

DIRECTIONS: Match the task with technology that helps. You can have more than one match.
















MY IMAGINATION: WORKING IN A GARDEN

DIRECTIONS: What is it like to work in a garden? What tasks would you do? What tools would you use?

Draw someone working in a garden below.

Draw the tools. Include the background.

TENDING A GARDEN: JOBS AND TOOLS

DIRECTIONS: Read along with your teacher.
Be ready to answer questions.



Designers work in gardens.

Designers make the garden plan.

Designers enjoy drawing.

Builders work in gardens.

Builders make man-made objects.

Builders enjoy building.





Gardeners work in gardens.

Gardeners care for natural plants.

Gardeners enjoy planting

WHO WORKS IN THE GARDEN?

DIRECTIONS: Look at the pictures of gardens.

Draw a circle around the parts a builder made.

Draw a square around the parts the gardener tends.

What did the designer make?







TOOLS AND TECHNOLOGY OF AGRICULTURE

DIRECTIONS: Look at the pictures. Point to the tools. What materials are they made of? What do you think they are used for?



This tool is made of ____________________.



This tool is used to ____________________.

DRAWING A PLAN

DIRECTIONS: How to make your shovel?

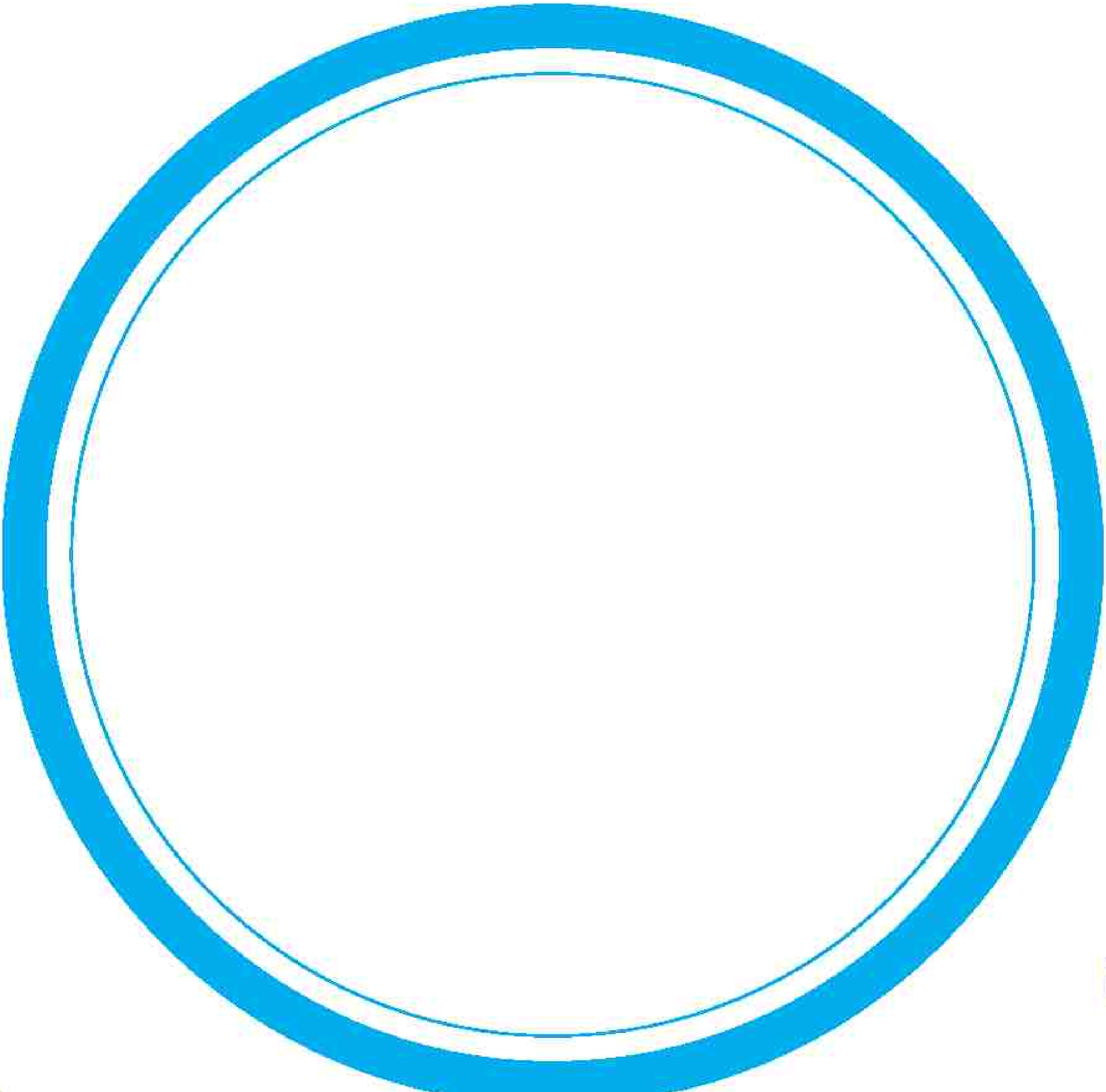


PLANNING A MEAL

DIRECTIONS: Make a sandwich. Choose a vegetable, grain, and meat for your sandwich.

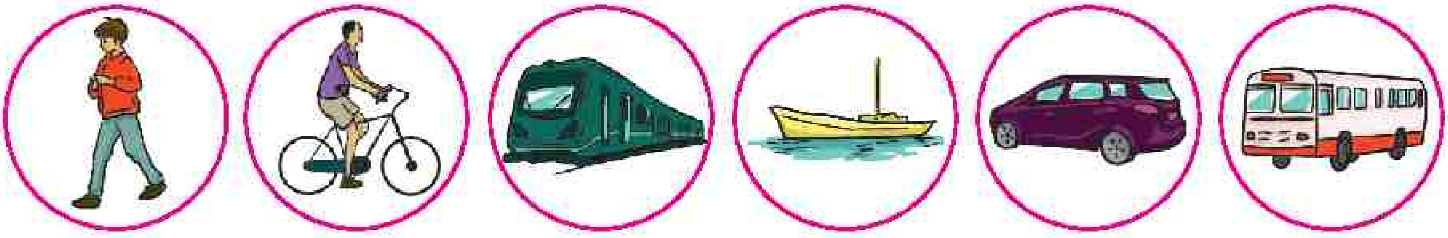
Draw the sandwich on the plate.

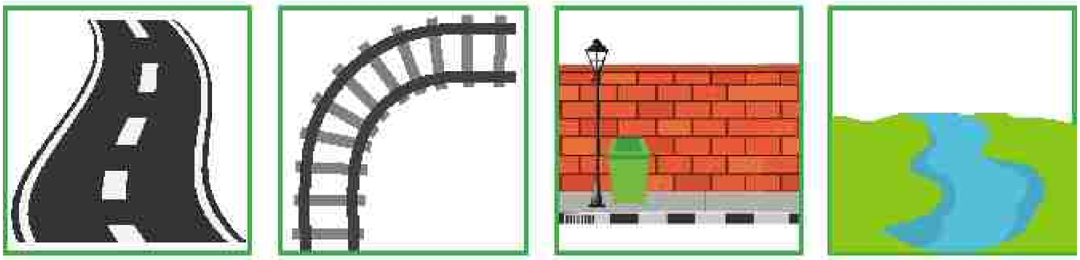
Choose a fruit for dessert. Draw the fruit on the plate.



WHERE DO WE TRAVEL?

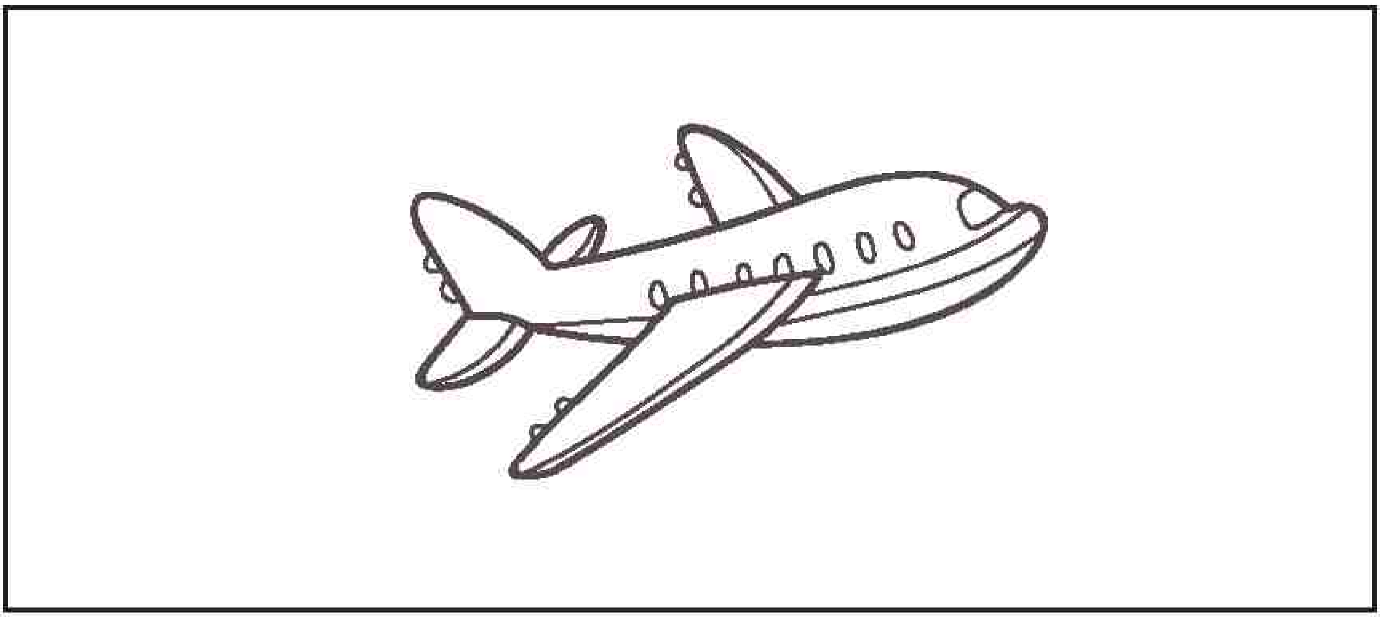
DIRECTIONS: Match the type of transportation to where it travels. Some types of transportation use the same places.





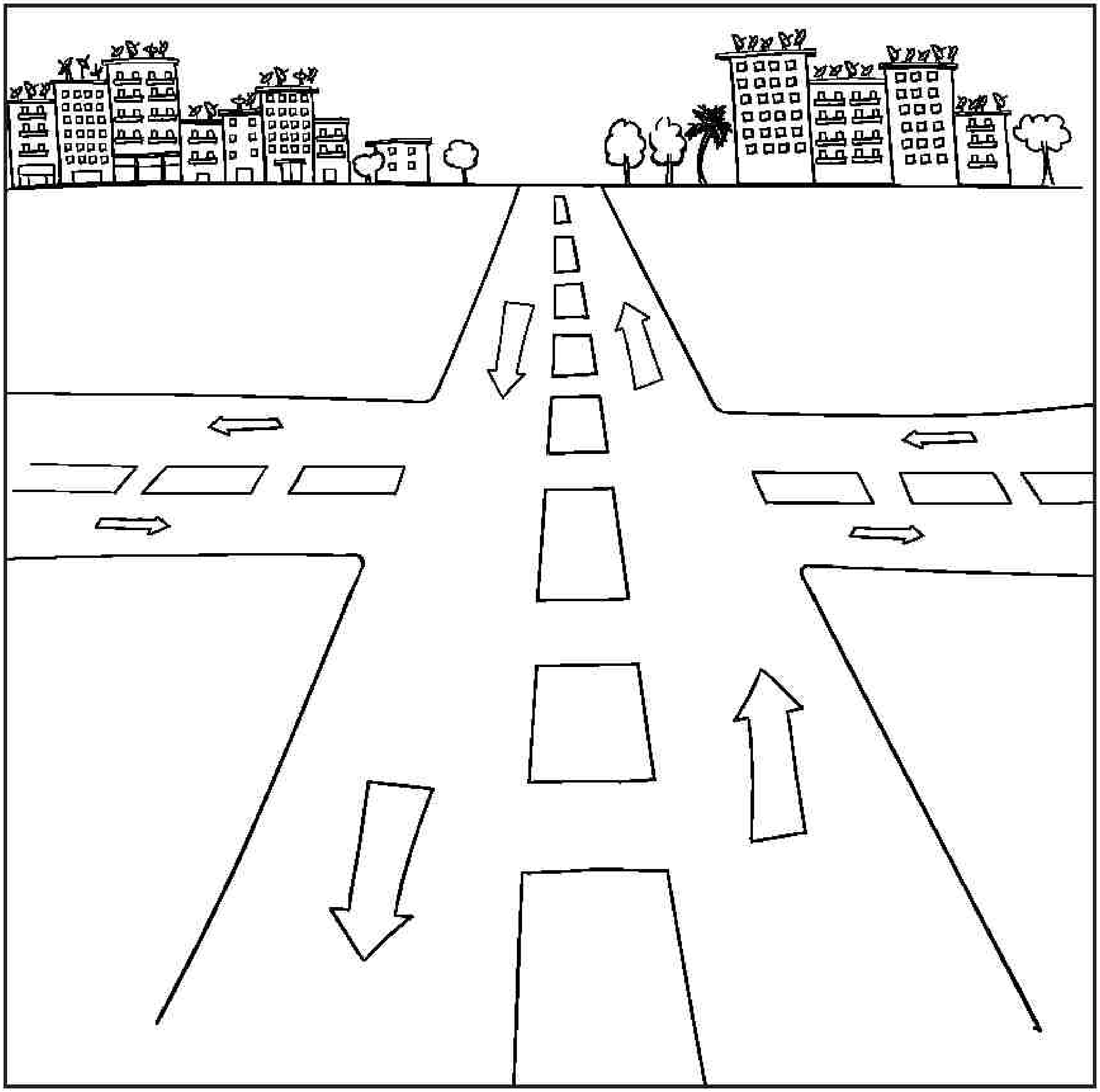
DIRECTIONS: Color this picture. Add details.

Where is an airplane when it is flying?



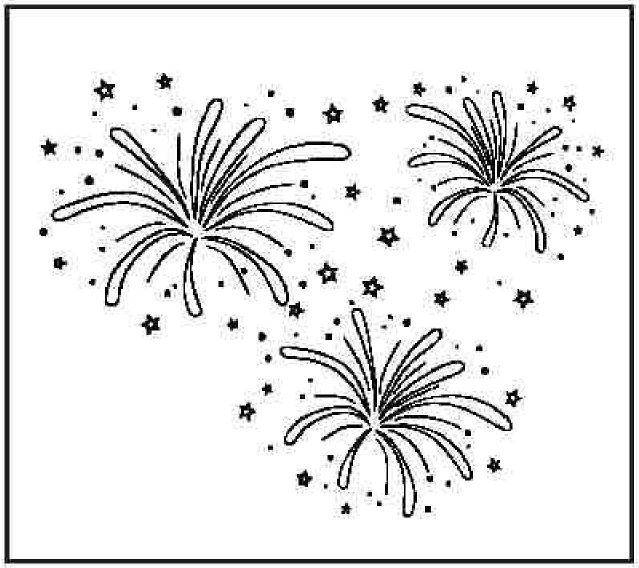
IMPROVING AN INTERSECTION

DIRECTIONS: Pretend you are a car. Drive along the road with your friends. Think, how can we make this road safer? Draw a traffic light someplace to make it safe. Draw any other ideas you have to make this safer.

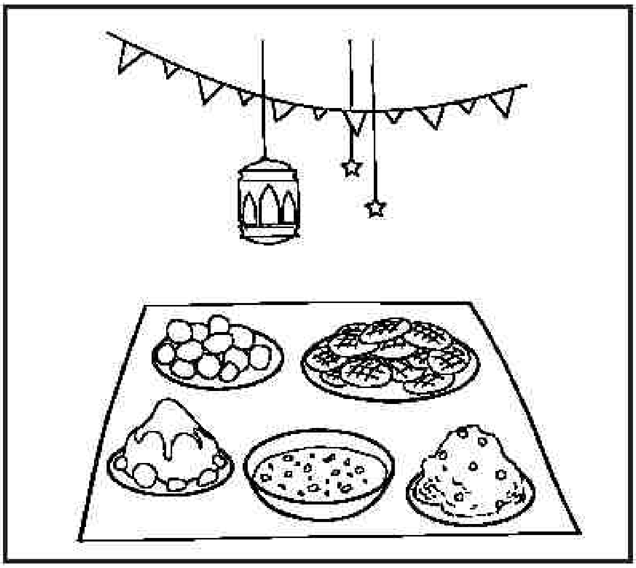


NATIONAL CELEBRATIONS

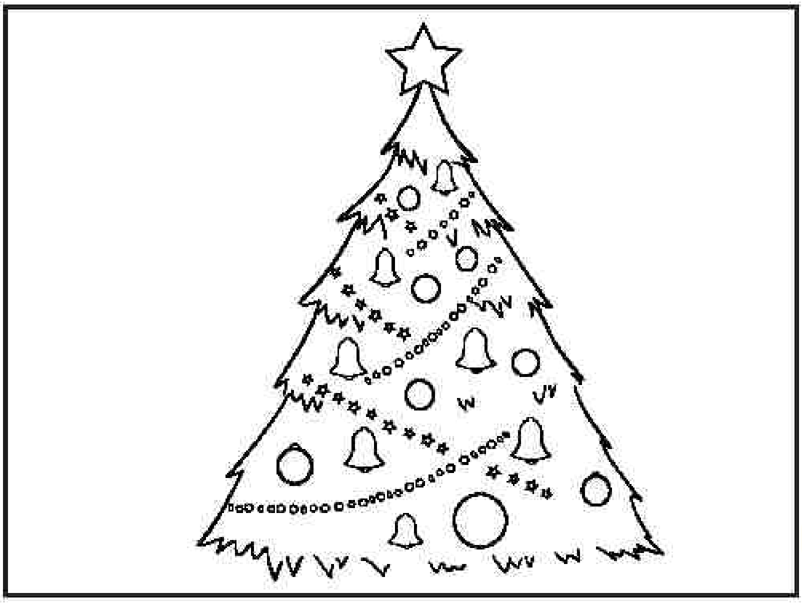
DIRECTIONS: Trace the names of the celebrations.
Color the pictures.



New Year's Eve



Eid Al Fitr



Christmas



INVITATION

DIRECTIONS: Fill in the blanks. What will you celebrate? Who will you invite? Decorate the invitation.

For: ______________________

You are invited!

What: A Garden Feast

Why: ______________________

From: ______________________

PARTY BALLOONS!

DIRECTIONS: Use the pictures to help you solve problems.



Samar blows up 4 balloons.



Then she blows up 2 more balloons.

How many balloons does Samar have all together? ----------------------------



Samar had 6 balloons.

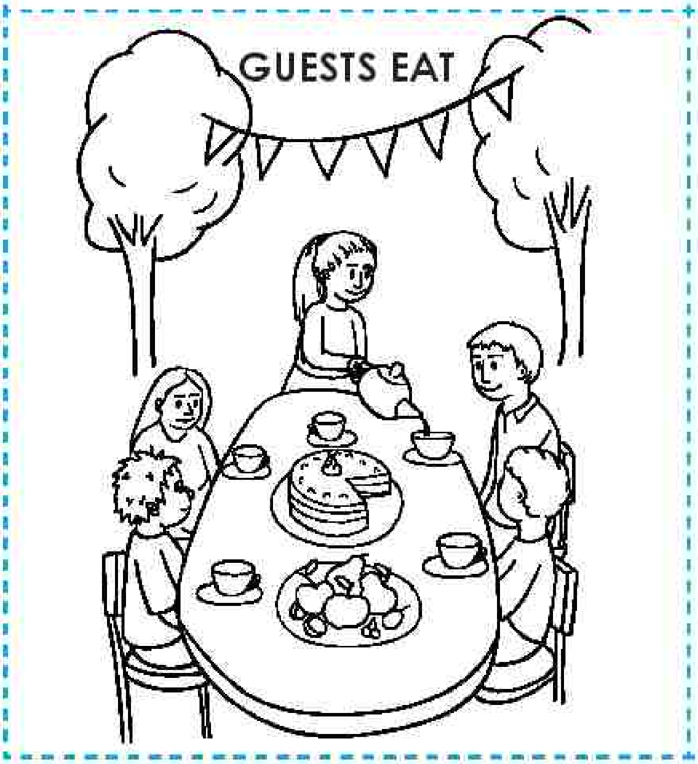
Then, 2 of them popped! How many balloons does Samar have left?

PLANNING A PARTY

DIRECTIONS: Color the picture to go with each step. Cut out the pictures. Practice putting the steps in order.



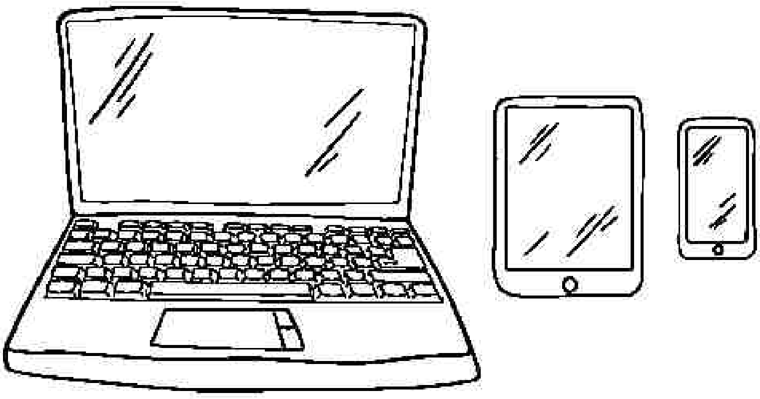


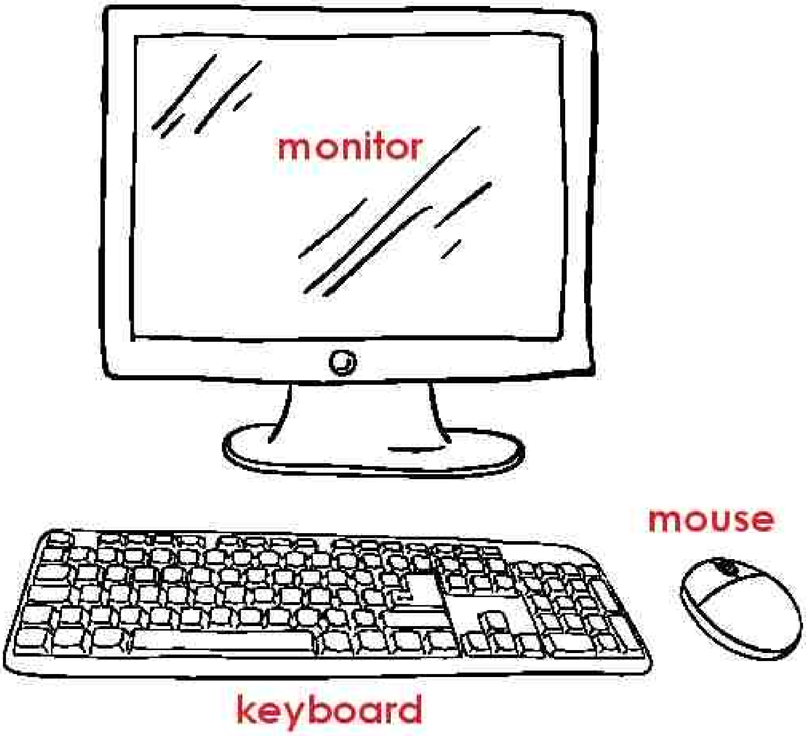




COMPUTERS

DIRECTIONS: Learn the parts of a computer.





DIRECTIONS:

Put the words in order to make a sentence. Write the sentence.

helps | computer | me. | A

OUR NEW GARDEN

DIRECTIONS: Think about the problem. Brainstorm ideas. Draw your plan on the next page.

STEP 1: Define the problem: How can we improve the garden using natural and man-made objects?

STEP 2: Brainstorm!

Man-made objects	Natural objects



STEP 3: Draw your plan in the space below.

MATH JOURNAL

Directions: Draw 2 circles and 2 triangles.

Count how many shapes are on the page.

Directions: Draw 5 squares on the page.

Directions: Write the number 1. Draw 1 object.

Directions: Write the number 2. Draw 2 objects.

Directions: Write the number 3. Draw a set of 3 objects.

Directions: Write the number 4. Draw 4 of your favorite foods.

Directions: Write the number 5. Draw 5 objects.

Directions: Make a number line from 0 to 5. Label numbers 1, 2, 3, 4, 5.

Directions: Practice writing the numbers 1, 2, and 3 three times.

Directions: Practice writing the numbers 4, 5, and 6 three times.
Draw items representing each number.

Directions: Practice writing the numbers 7, 8, and 9 three times. Draw items representing each number.

Directions: Practice writing the number 10 three times. Draw items representing the number.

Directions: Draw 2 big circles.

Directions: Write the numbers 1 and 2 below five times. Circle the number that you wrote the best. Then, draw pictures to solve the story problem.

Directions: Write the numbers 3 and 4 below five times. Circle the number that you wrote the best. Then, draw pictures to solve the story problem.

Directions: Write the numbers 1 to 5.

Directions: Write the numbers 6 to 10.

Directions: Draw the oranges that the children bought.

Directions: Draw trees to solve the story problem.

Directions: Write the numbers 1 to 5. Circle your best ones.
Then, draw pictures to solve the story problem.

Directions: Write the numbers 1 to 5. Draw a square around your best ones. Then, draw pictures to solve the story problem.

Draw a number bond. Write 6 in the whole circle. Then, fill in the two part circles. Use your beans to make 6 in different ways.

Directions: Draw a number bond. Write 7 in the whole circle. Then, fill in the two part circles. Use your beans to make 7 in different ways.

Directions: Draw a number bond. Write 8 in the whole circle. Then, fill in the two part circles. Use your beans to make 8 in different ways.

Directions: Draw a number bond. Write 9 in the whole circle. Then, fill in the two part circles. Use your beans to make 9 in different ways.

Directions: Draw a number bond. Write 10 in the whole circle. Then, fill in the two part circles. Use your beans to make 10 in different ways.

Directions: Write the numbers 1 to 11. Then write 11 three more times.

Directions: Write the numbers 1 to 12. Then write 12 three more times.

Directions: Write the numbers 1 to 13. Then write 13 three more times.

Directions: Write the numbers 1 to 14. Then write 14 three more times.

Directions: Write the numbers 1 to 15. Then write 15 three more times.

Directions: Write the numbers 1 to 16. Then write 16 three more times.

Directions: Write the numbers 1 to 17. Then write 17 three more times.

Directions: Write the numbers 1 to 18. Then write 18 three more times.

Directions: Write the numbers 1 to 19. Then write 19 three more times.

Directions: Write the numbers 1 to 20. Then write 20 three more times.